

# Childminder report

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Inspection date: 12 April 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is warm, loving and kind to children. Children arrive happy and quickly settle into the childminder's care. The childminder has high expectations for children's behaviour. She models respect and politeness in a consistent manner, such as by always saying 'please' and 'thank you'. Children are politely reminded of appropriate behaviour and they behave well.

The childminder finds out from parents about their children's routines, interests, and abilities before they start. The childminder uses this information to plan learning experiences that help children to develop the skills needed for future learning. There is a wide variety of resources available to support the childminder's delivery of her curriculum. For example, children independently choose games to play and small-world resources, such as dolls. Children learn how to care for living creatures. For example, they help to feed the childminder's tortoise and African land snails.

Children develop good independence from a young age. For example, they help to set up for snack time. Children have good opportunities to help them develop an understanding of healthy practices. For instance, they wash their hands with the childminder. The childminder sings a song about handwashing with children, which they enjoy. Children are keen learners and are making good progress in all areas of their learning and development.

## **What does the early years setting do well and what does it need to do better?**

- Children have many opportunities to develop their early mathematical skills. For example, while building towers with construction blocks, the childminder encourages children to count. She supports young children to share and work together, and discusses the colours of beads as they thread them onto string. This helps to develop children's fine motor skills.
- Children are supported to learn about the different faiths and cultures of others. They join in and enjoy learning about special days and celebrations, such as Chinese New Year.
- The childminder shares information with parents about their children's care and learning. She knows the children in her care well and can talk accurately about their capabilities. However, the childminder does not consistently engage with other settings that also provide care for the children she cares for. This does not fully promote consistency in children's learning.
- Parents report how happy they are with the care that the childminder provides. They comment on how passionate and reliable she is, and explain that the childminder always plans interesting activities that support children to learn.
- The childminder plans educational trips for children in the local community. For

example, they visit supermarkets and learn the names of different fruits and vegetables. Children have opportunities to engage with others in social situations. For example, the childminder takes children to local groups where children have a chance to play with larger groups of children. The childminder supports children to learn how to keep themselves safe. When out on walks, children learn to hold on to the buggy and learn about road safety.

- The childminder places a strong emphasis on children's communication and language. She models language well to younger children. The childminder repeats back simple sentences and introduces vocabulary during play. For example, as children look at a picture book, the childminder clearly says the words of the pictures, such as 'hat' and 'socks', and encourages younger children to repeat these words.
- The childminder demonstrates a good understanding of child development. She plans her curriculum effectively and ensures that it builds on what children know. The childminder has completed mandatory training, such as paediatric first aid. However, her professional development plans are not yet fully embedded to help improve her practice to a higher level.
- The childminder evaluates her practice successfully. She speaks to parents and children and provides older children with questionnaires. These contain high praise for the quality of care and learning that the childminder provides.
- The childminder helps children to prepare for starting school. She has a clear understanding of what skills she wants children to be confident in. The childminder is proactive in supporting children's literacy skills. For example, she encourages children to develop their early writing skills by using paint sticks to make marks. Children explore how water makes marks on a board.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- develop relationships with other settings that children also attend to ensure that there is continuity in their care
- explore professional development opportunities further to update and extend knowledge and teaching skills to the highest level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2649370                                                                           |
| <b>Local authority</b>                             | North Yorkshire                                                                   |
| <b>Inspection number</b>                           | 10332991                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 16                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Sowerby, Thirsk. She operates her childminding service all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 5.30pm on Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. She provides before- and after-school care for three local schools.

## Information about this inspection

**Inspector**  
Kerry Holder

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to children.
- The inspector observed the quality of education during activities and assessed the impact this had on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household, and insurance.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector discussed with the childminder how the views of parents and children are included in the running of the setting to drive improvement.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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